DOCUMENT RESUME

ED 299 748 EC 211 027

AUTHOR Collier, Catherine
TITLE Referral, Intervention, and Instruction for Culturally and Linguistically Different Children Who May Be Handicapped.
PUB DATE Feb 88
NOTE 16p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
PUB TYPE Information Analyses (070) -- Tests/Evaluation Instruments (160) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Acculturation; Cultural Background; *Cultural Differences; Cultural Pluralism; *Disabilities; Elementary Secondary Education; *Handicap Identification; *Intervention; Learning Problems; *Limited English Speaking; *Referral; Rural Education; Special Education; Student Placement; Teaching Methods
IDENTIFIERS Early Intervention; Language Diversity; *Linguistic Pluralism

ABSTRACT

Rural teachers are confronted with the task of providing appropriate education to exceptional students, as well as addressing the added elements of language and culture issues as these pertain to handicapping conditions. Key points in the identification and instruction of these students are initial referral, early intervention, and appropriate placement within special services. This paper reviews the literature on these key points, focusing on the interrelationship of cultural and educational characteristics. The review concludes that research has clearly demonstrated the significant role played by acculturation factors in the inappropriate identification and placement of culturally/linguistically different students with learning and behavior problems. Research has also pointed the way for modifying the referral/staffing/placement process to more effectively meet the special needs of this population. The appendix contains the "CCDES Acculturation Scale," developed by Cross Cultural Developmental Education Services. The scale can be used to obtain an approximate measure of how acculturated a student is into mainstream American culture. It provides a useful piece of supplemental assessment information and may be used to substantiate decisions to provide intensive learning and behavior interventions for culturally/linguistically different students. The appendix also provides an outline of BISECT, an alternative intervention process developed as a result of this study. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED299748

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

REFERRAL, INTERVENTION, AND INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIFFERENT CHILDREN WHO MAY BE HANDICAPPED

By Catherine Collier, Ph.D. 1988

In an era in which the concept of "pluralistic society" is most evident within our schools, the education of minority students becomes an important concern to even the most experienced educator. Teachers in all grade levels have witnessed a tremendous increase in the heterogeneity of students' performance due, to a great extent, to the increase in ethnic and multicultural students enrolled in today's schools. Of equal or greater concern to many classroom teachers is the unparalleled challenge of contending with limited resources while providing quality instruction to students from diverse cultural and linguistic backgrounds who exhibit learning and behavior problems.

Rural teachers with limited resources are more and more confronted with the task of providing appropriate education to exceptional students, as well as addressing the added elements of language and culture issues as these pertain to handicapping conditions.

Key points in the identification and instruction of these students are:

1) their initial referral, usually by classroom teachers ill prepared to meet their special needs,

2) early intervention at the pre-staffing level to address linguistic/cultural and acculturation needs as well as separate these from possibly exceptional learning and behavior problems, and

3) appropriate and accurate placement within special services.

Over the past decade, the disproportionate referral (both over and under referral and placement of minority children) has become a matter of increasing concern to educators in public schools. This population is referred to as culturally and linguistically different exceptional children.

It is evident from a review of previous research that the interrelationship of cultural and educational characteristics is central to answering questions about

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Doris Helge
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EC211027

appropriate identification, referral and instruction of culturally and linguistically different exceptional children. It is also evident from a review of these studies that the results of acculturation research have not been considered in this interrelationship.

There is ample evidence that cultural, linguistic, and psychological changes occur among populations which affect their interaction with mainstream American society (Berry, 1970; Witkin & Berry, 1975). Knowledge about the characteristics and needs of culturally and linguistically different exceptional children is incomplete without a knowledge of the effects of these changes, i.e., acculturation, upon this population. This is especially true in that the effects of acculturation are similar to and may be confused with some of the behaviors for which children are referred to special education.

Children in need of special assistance will continue to be identified and placed in special education classrooms. It is important that all of their special needs be identified, delineating those characteristics of exceptionality from those characteristics of acculturation, for appropriate services to be provided.

A recent research study into this area has examined the interaction between educational and cultural/linguistic characteristics of culturally and linguistically different children experiencing acculturation in rural school systems. The study examined and identified which of these characteristics differentiated children referred for special education placement from nonreferred culturally and linguistically different children. The results and conclusions of this study provided guidance in developing appropriate training for school personnel in the identification, referral and instruction of the culturally and linguistically different exceptional population in the public schools.

The sample for the study consisted of elementary students who were identified as culturally and linguistically different by two rural school districts and enrolled in bilingual/ESL programs in the districts prior to the 1984-85 school year. The school districts were asked to provide information on 100 students randomly selected from

their bilingual/ESL programs. The sample consisted of 105 bilingual children, 51 of whom had never been referred to special education and 54 of whom had been referred to special education. The referred students included 27 referred but not placed and 27 referred and placed in special education within the last two years. The sample was drawn from district wide bilingual/ESL programs serving grades K-6. Students become eligible for services from this program by meeting national and state criteria of cultural and linguistic difference. All of these students were considered of limited English proficiency to some extent and of cultural backgrounds other than mainstream American.

The students were compared on 15 acculturation and education variables selected on the basis of an extensive review of the literature. The acculturation variables were selected from research into the effect of various cultural and linguistic factors upon the successful acculturation of culturally and linguistically different students in this country (Alder, 1975; Juffer, 1983; Padilla, 1980). The education variables were those regularly considered in the referral and placement of any child in special education (Algozzine & Ysseldyke, 1981; Knoff, 1983; Smith, 1982).

Composite scores for the two major variable categories, acculturation and educational achievement, were also considered. A scale for rating relative degree of acculturation was developed based upon the variables and research cited above. A copy of the scale is attached in the appendix.

A review of the literature led to the expectation that within a randomly selected group of school children, those referred and/or placed in special education would differ significantly from those not referred or placed, particularly in regard to achievement and ability. In previous studies, the cultural and linguistic differences between mainstream and minority became an additional factor in whether or not a child was referred and/or placed. In this study, however, all of the children were from the same cultural and linguistic background. As they were also from the same nontransient rural socioeconomic background and age range, it was expected that the children should be relatively homogeneous in regard to cultural and linguistic

variables, with some differences between individual children. In theory, pre-investigation expectations were that referred and nonreferred children would differ on their education profile but not on their acculturation (cultural and linguistic) profile.

Contrary to theoretical expectations, the referred and nonreferred groups did not statistically significantly differ on their education profiles but did differ on their acculturation profiles. Findings also indicated a strong interaction and correlation between particular acculturation and education variables. Although 'academic' concerns were cited as the primary reason for referral, there was no statistically significant difference in achievement test scores in any content area. A significant interaction also was found between minority enrollment and educational achievement.

Differences were found between referred/not placed and referred/placed subjects on selected variables of LAU category, language proficiency, and acculturation. There were no significant differences for any education variable between these referral groups.

Differences were found between nonreferred and referred/placed subjects on the acculturation variables of LAU category, language proficiency, minority enrollment, and acculturation. There were no significant differences between non-referred and placed groups on any educational variable other than degree of teacher concern.

A significant interaction was found between minority enrollment and educational achievement. Nonreferred subjects had higher educational achievement in schools with high minority enrollment while placed subjects had higher educational achievement in schools with low minority enrollment.

A significant relationship also was found between years in bilingual programs and educational achievement. Nonreferred subjects with more years of bilingual instruction had better educational achievement than nonreferred subjects with fewer years of bilingual/ESL instruction. This relationship between high educational achievement and years of bilingual instruction was significant for the entire sample

population. This was also found to be true for language proficiency. A significant relationship was found between language proficiency and educational achievement for all groups.

A significant relationship was also found between years in the United States and educational achievement. Referred but not placed subjects who had been in the United States more than four years were significantly higher in educational achievement than those who had been in the United States fewer than four years. The relationship between more years in the United States and level of educational achievement was statistically significant for the population as a whole. A significant relationship also was found between level of acculturation and educational achievement for all groups. The population as a whole performed better on educational achievement the higher the level of acculturation.

It may be concluded from these findings that culturally and linguistically different children in rural schools continue to be disproportionately referred and placed in special education, both over- and under-referred/placed. It may be concluded further that the psychodynamics of acculturation are clearly a factor in referral and placement and must be considered in the identification and instruction of culturally and linguistically different children with special needs.

The finding that nonreferred culturally and linguistically different children apparently did better educationally in schools with high minority enrollment may be due to differences in the quality of the available alternative programs, including bilingual instruction. It may also be related to the presence of role models, improved self concept, etc. There is also the possibility that CLD children are over-referred in schools with low minority enrollment while under-referred in schools with high minority enrollment. Expectations may be lower in high minority schools or teachers may be less willing to risk censure for referring minority children with learning and behavior problems.

Prior research indicated that differences in educational achievement and overall ability may not be as significant in referral as other education variables, such as

reason for referral (Ysseldyke & Algozzine, 1981). The results of this study indicate that rural culturally and linguistically different children referred to special education do not appear to differ significantly from those not referred in achievement and ability but do differ in degree of teacher concern. The implications are that regular classroom teachers need improved training in the identification of learning problems among and appropriate instruction for the culturally and linguistically different. Training in alternative programs and intervention alternatives for concerned teachers is clearly needed. A copy of the alternative intervention process developed as a result of this study is attached in the appendix. Training in this process is currently being provided by BISECT at the University of Colorado.

Research has clearly demonstrated the significant role played by acculturation factors in the inappropriate identification and placement of culturally/linguistically different students with learning and behavior problems. Research has also pointed the way for modifying the referral/staffing/placement process to more effectively meet the special needs of this population.

Definition of Terms

Acculturation: A type of cultural change initiated by the conjunction of two or more autonomous cultures. The dynamics of acculturation include selective adaptation of the value system, integration and differentiation processes. Acculturation does not mean assimilation. It refers to the process by which members of one culture adapt to the presence of another culture. This adaptation may be through integration, assimilation, rejection, or deculturation.

Convergence: The interaction of an exceptional condition(s) and the cultural and linguistic characteristics of an individual. The effect of being deaf upon the acculturation of a Spanish speaking child is an example of convergence. Another is differing attitudes within particular cultural groups toward an exceptional condition and the effect of this upon a culturally/ linguistically different exceptional child's development and learning.

Culturally and linguistically different: An individual whose native culture is not of mainstream America and whose native language is not English. The individual may or may not be acculturated to some extent and may or may not be relatively proficient in English or his/her native language.

Exceptional: A condition which requires modification of the regular instructional program in order for a child to achieve his/her maximum potential.

Special education: Specifically designed instruction for children whose educational needs cannot be addressed effectively in the regular school program without adaptation or modification.

Bibliography

Adler, P.S. (1975). The transitional experience: An altrnative view of culture shock. Journal of Humanistic Psychology, 15L(4), 13-23.

Algozzine, B. & Ysseldyke, J. (1981). Special education services for normal children: Better safe than sorry? Exceptional Children, 48(3), 238-243.

Berry, J.W. (1970). Marginality, stress, and ethnic identification in an acculturated aboriginal community. Journal of Cross Cultural Psychology.

Finn, J.D. (1982). Patterns in special education placement as revealed by the OCR surveys. In: K.A. Heller, W.H. Holtzmann & S. Messich (eds.), Placing children in special education: A strategy for equity. Washington, D.C.: National Academy Press.

Hilliard, A.G. III (1980). Cultural diversity and special education. Exceptional Children, 46(8), 584-588.

Juffer, K.A. (1983). Initial development and validation of an instrument to access degree of culture shock adaptation. In: Bransford, R.J. (Ed.), Monograph Series, 4(1). BUENO Center for Multicultural Education, Boulder, CO.

Knoff, H.M. (1983). Effect of diagnostic information on special educaton placement decisions. Exceptional Children, 49(5), 440-444.

Padilla, A., Ed. (1980). Acculturation: Theory, modes, and some new findings. American Association for the Advancement of Science, Symposium Series 39. Boulder, CO: Westview Press.

Smith, M.L. (1982). How educators decide who is learning disabled. Springfield, IL: Charles C. Thomas Publishers.

Witkin, A.A. & Berry, J.W. (1975). Psychological differentiation in cross cultural perspective. Journal of Cross Cultural Psychology, 6.

Ysseldyke, J.E. & Algozzine, B. (1981). Diagnostic classification decisions as a function of referral information. Journal of Special Education, 15(4), 429-435.

APPENDIX

CCDES ACCULTURATION SCALE

© 1984, C.Collier

Acculturation refers to adjustment or adaptation to a new cultural/social environment. This adaptation may be manifested in several ways: integration, assimilation, rejection, or marginality. The CCDES Acculturation Scale is based upon research on the factors predictive of the degree of successful integration by persons experiencing culture shock.

Cross Cultural Developmental Education Services
Los Lagos Ranch
Rollinsville, CO 80474

USING THE CCDES ACCULTURATION SCALE

This scale should be used to obtain an approximate measure of how acculturated a student may be into mainstream American culture. It is not to be used in isolation nor as a predictive tool. It provides a useful piece of supplemental assessment information and may be used to substantiate decisions to provide intensive learning and behavior interventions for culturally/linguistically different students rather than referring them to a staffing.

The scale provides a range from less acculturated (8) to more acculturated (40). For example, an Anglo-American born in the U.S., attending a school with less than 20% minority enrollment, who never switched school districts, who has a high proficiency in English (which is also his native language) would score 35. She would score 40 if she also took language or bilingual classes. An example of a less acculturated student would be a Native American from a community in Central America who has just arrived in the U.S., has had no classes in ESL or bilingual education, is identified as LAU A, is not very proficient in her native language or in English, and is attending a school with over 80% minority enrollment. This student would score 8 on the scale. She might score 12 if she was literate and highly proficient in her native language.

The score guidelines are given on the bottom of the CCDESA Scale. The information needed to complete the scale is:

1. Number of years the student has been in the U.S.
2. Number of years the student has been in the school district.
3. Number of years the student has received direct instruction in ESL or bilingual classes.
4. The LAU category (see attached).
5. Degree of native language proficiency.
6. Degree of English language proficiency.
7. Ethnicity and/or nation of origin.
8. Percentage of enrollment in their school which is composed of non-Anglo-American students.

CCDES ACCULTURATION SCALE

(c) 1984, C. Collier

NAME_____ SCHOOL_____

DATE OF BIRTH_____ SEX_____ GRADE_____

AGE AT ARRIVAL IN U.S._____ LANGUAGE(s) SPOKEN AT HOME_____

	Raw Data	CCDESA Scale Score
Number of years, United States		
Number of years, School District		
Number of years, ESL and/or bilingual education		
LAU category		
Native language proficiency		
English language proficiency		
Ethnicity/Nation of origin		
Percentage minority enrollment in attending school		
	CCDESA Scale Score TOTAL	

CCDESA SCALE SCORE GUIDELINES	
Number of years, US/SD: Under 1 = 1 1 - 2 = 2 3 - 4 = 3 5 - 6 = 4 Over 6 = 5	Number of years, ESL/BE: 0.0 - 1.0 = 1 1.1 - 1.5 = 2 1.6 - 2.0 = 3 2.1 - 2.5 = 4 2.6 - 3.0 = 5
LAU category A = 1 B = 2 C = 3 D = 4 E = 5	Ethnicity Native American = 1 Hispanic = 2 Asian/Pac. Is. = 3 Black/MidEast = 4 White/European = 5
Percentage Enrollment 81% - 100% = 1 61% - 80% = 2 41% - 60% = 3 21% - 40% = 4 0% - 20% = 5	Language Proficiency Least = 1 Proficient = 2 = 3 Most = 4 Proficient = 5

CCDESA Scale based upon research by Adler, 1975; Berry, 1980; Collier, 1983; and Juffer, 1983.

LAU CATEGORIES

LAU Category A -- This student is monolingual in a language other than English

LAU Category B -- This student is monolingual in a language other than English, but may have some ability to comprehend English.

LAU Category C -- This student is considered to be "Bilingual" and is able to understand and speak the other language and English equally well.

LAU Category D -- This student is monolingual in English and may understand very little of the second language.

LAU Category E -- This student is totally monolingual in English.

REFERRAL, INTERVENTION, AND STAFFING OF CULTURALLY AND LINGUISTICALLY DIFFERENT CHILDREN

The BISECT Model

Building Level

Referral

1. Teacher brings specific problem(s) to attention of IACIT (Teacher Assistance Child Intervention Team).
2. Appropriate interventions are suggested by IACIT and implemented by teacher(s) with assistance from appropriate personnel.
3. IACIT may include:
   Classroom teacher,
   Bilingual/ESL Specialist,
   Special Educator,
   Chapter I Teacher,
   Counselor,
   Social Worker,
   Parent/Advocate,
   Others

Intervention Service Options

1. Classroom management assistance
   a. Academic interventions
   b. Behavior interventions
   c. Social/peer interventions
   d. Other teaching/behavior management strategies
2. Curriculum adaptation
   a. Special education adaptation
   b. Bilingual/ESL adaptations
   c. Cultural/linguistic adaptations
   d. Other curriculum adaptation
3. Psycho/social assistance
   a. Counseling
   b. Support groups
   c. Social services
   d. Social survival
   e. Cross-cultural counseling
   f. Acculturation assistance
   g. Other psycho/social aid
4. Physical assistance
   a. Medical
   b. Nutrition
   c. Sensory evaluation
   d. Environmental evaluation
   e. Other direct physical aid
5. Experiential assistance (due to mobility, trauma, etc.)
   a. High interest/low vocabulary
   b. School survival
   c. Metacognitive/learning strategies
   d. Sociolinguistic development
   e. "Remedial" basic skills
   f. Curriculum adaptation
   g. Other experiential adaptation
6. "Slow learner"
   a. Developmental curricula
   b. Modification of regular curricula
   c. Assistance to teacher: materials, schedule, etc.
   d. Training for teacher/parents/aides
   e. Bilingual tutor with special training
   f. Other learning/coping strategies
7. Language development
   a. First language development
   b. Intensive L_1 to L_2 transfer/transition
   c. Intensive ESL
   d. First language CALPS/ESL BICS
   e. CALPS/BICS in English
   f. Interactive language strategies (INREAL)
   g. Socio/linguistic strategies
   h. Other linguistic assistance
8. Other

If the problem is not resolved by interventions, and/or if as a result of these interventions, new patterns and indications arise, IACIT may try other indicated interventions or may recommend staffing.

District Level

Staffing

Formal and informal assessment in regard to specific concern or suspected handicapping condition, taking into consideration:

1. Assess sociolinguistic competence and language proficiency in L_1 and L_2.
2. If primary language is not English, assess in the primary language.
3. If balanced bilinguals, assess in both L_1 and L_2.
4. If limited proficiency in either language, use sociolinguistic and non-language dependent measures in both languages.
5. Use a multidimensional approach by a multidisciplinary team.
6. Various optimization procedures should be tried.
7. Review tests and procedures for culture specific bias.
8. Individualized Education Plan (IEP) should reflect the total needs, including acculturation, culture, and language needs.
9. Staffing Team may include:
   School Psychologist
   Special Educator
   Speech/Language Specialist
   Bilingual/ESL Specialist
   Acculturation Specialist
   Social Worker
   Counselor
   Advocate
   Parent
   Others

1. No handicap determined. Go back to various alternative service options and/or intervention techniques.
2. Handicap determined:
   a. Placement in special education.
   b. IEP development must include:
      1) $L1/L2$ acculturation needs and who is responsible for services.
      2) Integration of SE/BE services/resources.
      3) How culture and language assistance is utilized in meeting special needs as well as needs of whole child.
   c. Support team may be aides, tutors, other resources.
   d. Coordinated team may be special educator and bilingual/ESL specialists (acculturation specialist) plus other resources.
   e. Bilingual Special Educator or special educator trained in acculturation.

C. Collier, 1984
Revised 05/87